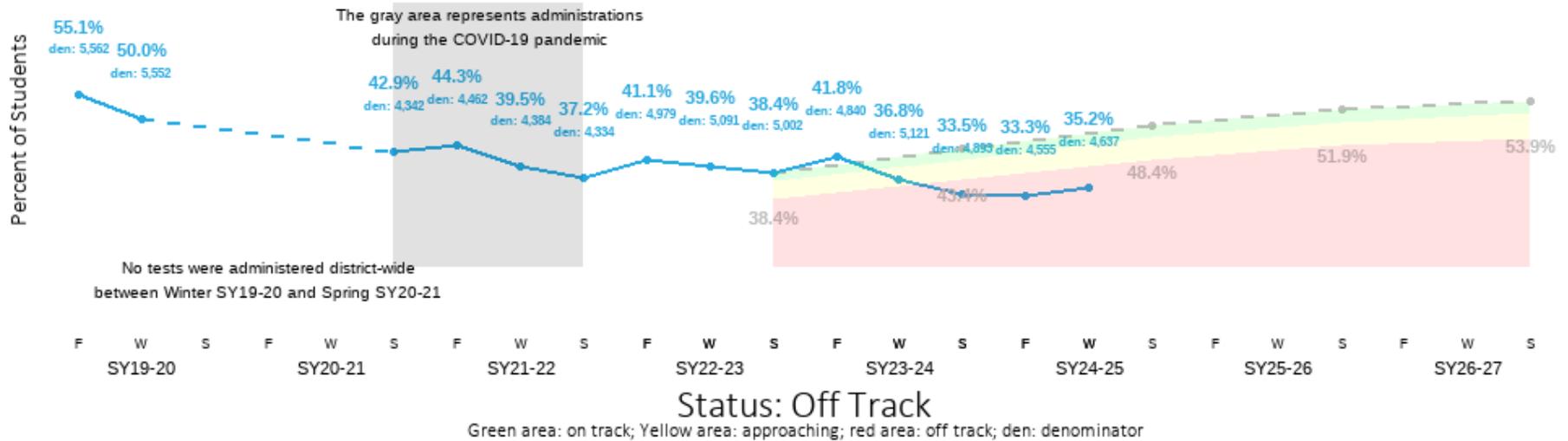




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Interim Goal 2.1: The percentage of grade 6-8 economically disadvantaged students who are projected to score Basic or above on Spring OSTP ELA assessment based on MAP scores will increase from 38% in May 2023 to 54% by May 2027.



Students of interest

Students are recognized as economically disadvantaged based on self-reporting by families on income level. This is collected to identify eligibility for free or reduced lunch.

Sixth through eighth grade students are included.

Metric definition

MAP is taken three times per year. A study by NWEA, the providers of MAP, is used to project students' scores from MAP to OSTP - the Oklahoma State Testing Program.

Students are considered "Basic or above" based on how their MAP RIT scores align to performance levels on OSTP, using NWEA's linking study. The OSTP assessment has four performance levels that students can fall into – Below Basic, Basic, Proficient, and Advanced.

This report covers data from administrations during the 2017-2018 school year through the 2024-2025 school year

MAP was not administered in Spring SY19-20, Fall SY20-21, or Winter SY20-21 due to the COVID-19 pandemic

| Follow Up On Previous Report | Action taken | Progress |
|--|--|---|
| <p>Curriculum and instructional resources: The district ELA team will continue providing paid learning experiences and coaching for teachers to support StudySync implementation, building on Science of Reading training and summer experiences.</p> | <p>The district ELA team has implemented a comprehensive support strategy through three primary initiatives. First, they established monthly meetings where department leads work directly with content managers and academic partners to strengthen implementation practices. Second, the team has delivered targeted professional development sessions during Tulsa Way Saturdays to enhance teaching practices. Third, content managers have developed detailed turnkey materials that enable school leaders to unpack standards and utilize the Buckle Down curriculum resource.</p> | <p>Implementation data demonstrates strong adoption across the district, with 90% of teachers now implementing StudySync in their classrooms. This widespread adoption has significantly increased student access to grade-appropriate, standards-aligned content. Students demonstrate meaningful engagement with the curriculum, particularly in developing their grade-level academic vocabulary, reading fluency, and comprehension of rigorous texts. Department leads have shown growing capacity to support their colleagues in planning and implementation.</p> |
| <p>Professional learning: Building on the Science of Reading modules completed last year, our professional development will continue to focus on grade-level instruction aligned with the Oklahoma Academic Standards. District teams will continue to support teachers with opportunities to dive deeply into their curriculum resources, ensuring they are well-prepared to implement the new literacy platforms and intervention strategies.</p> | <p>Department leads participate in monthly support meetings focused on data analysis, standards-aligned learning and assessment, while addressing team-building challenges. Teachers receive curriculum and assessment support through Tulsa Way Saturdays. School Leader Learning Institute conducted in January focusing on data meetings and assessment practices. Mastery Connect partners provided additional support in December and February.</p> | <p>Department leads show an increased readiness to examine and share teaching practices with their colleagues. The district has achieved a significant assessment milestone, with 65% of students in grades 6-12 completing end-of-unit common assessments as of February 5, with additional benchmark assessments scheduled for grades 6-8 in the week of February 10. This success is attributed to support from Tulsa Way Saturday sessions and ongoing work with department leads.</p> <p>School leaders continue to learn in multiple ways, from group learning experiences to site data meetings. This growth is further demonstrated during school leader share-outs and monthly whole-staff data meetings, with many sites effectively utilizing data walls and tracking tools to promote student</p> |

| Follow Up On Previous Report | Action taken | Progress |
|--|---|--|
| | | <p>ownership of learning.</p> <p>School leaders have effectively utilized MasteryConnect to analyze Semester 1 end-of-unit ELA assessment data, identifying specific standards where students show gaps in understanding. This analysis has enabled ELA departments to prioritize areas for targeted reteaching strategies, ensuring students receive additional opportunities to achieve mastery. Professional Learning Growth Communities (PLGCs) have resulted in enhanced observation and feedback cycles, as evidenced in Tulsa Way rubric data showing more frequent and targeted observation notes that explicitly reference observed data-driven instructional strategies.</p> |
| <p>Common formative assessment and data-driven instruction: We will continue progressing with the implementation of common formative assessments in literacy for the 2024-25 school year using the MasteryConnect platform. To improve the accessibility and usefulness of data, we are enhancing the use of data walls and dashboards across all sites. These tools will play a key role in regular data review meetings, allowing for real-time adjustments to instruction and intervention strategies. Continuous training for site leaders and teachers will ensure that these practices are fully integrated into department meetings and school-level data discussions, helping us achieve our goal of improving student outcomes through focused instruction and timely interventions.</p> | <p>The ELA team has standardized assessment practices across the district by developing and distributing consistent unit assessments. Teachers have received comprehensive training on MasteryConnect implementation and data analysis. The district conducts regular platform audits to ensure assessment fidelity and has supported site leaders in creating comprehensive data walls incorporating MAP, OSTP, and behavioral metrics. A district-wide data protocol now guides all schools in conducting consistent reviews and developing clear action steps.</p> | <p>English teachers are consistently delivering standards-aligned assessments through StudySync, with regular monthly data meetings examining student achievement factors. Student mastery of grade-level literacy standards shows measurable improvement in both MAP assessments and unit tests. Departments have strengthened their ability to use assessment data to inform instruction, while site leaders receive ongoing coaching aligned with data protocols.</p> |
| <p>Targeted interventions: We will closely monitor Exact Path and Read 180 data to ensure students are</p> | <p>District teams closely monitored Exact Path and Read 180 student data to track student progress,</p> | <p>Progress in Exact Path usage and Read 180 growth is evident in semester 1 reports. Both intervention</p> |

| Follow Up On Previous Report | Action taken | Progress |
|---|---|--|
| <p>meeting usage and mastery targets. District teams will spend time in 6th-8th grade intervention classrooms, offering extra support to maximize students' use of these resources for academic growth. Additionally, we will continue evaluating the effectiveness of these interventions across various demographic groups, with a special emphasis on Hispanic/Latino students and those in Grades 6 and 8, where we have observed a downward trend.</p> | <p>ensuring that usage and assessment targets were consistently met. Regular data reports were generated and analyzed to identify trends, gaps, and areas needing additional support. As a result, shifts in middle school schedules were made to ensure the scheduling conditions supported students' time required to meet thresholds.</p> <p>District teams provided classroom support by conducting frequent visits to 6th–8th grade intervention classrooms, providing targeted support to both teachers and students. During these visits, teams modeled instructional strategies, offered real-time coaching, and ensured that students were effectively engaging with Exact Path and Read 180 resources.</p> <p>District teams implemented strategies to maximize students' use of intervention programs, including setting clear expectations for program usage, providing structured time during the school day, and monitoring engagement levels. Teachers received support in integrating these resources into daily instruction to reinforce key skills.</p> <p>District teams supported school leaders and teams by conducting regular evaluations to measure the effectiveness of Exact Path and Read 180 interventions. This included analyzing assessment data, tracking student growth over time, and comparing outcomes across different demographic groups to identify disparities and areas for improvement.</p> <p>Special attention was given to monitoring the progress of students in designated sites where downward trends had been identified. Data was</p> | <p>platforms document student progress which can be correlated with MOY MAP growth.</p> <p>To support school leaders' understanding of Exact Path implementation, exemplar videos from middle and high school levels have been captured and annotated to help build school leaders' and teachers' understanding of what Tier 2 intervention might look like and sound like. Additionally, semester 1 snapshots of Exact Path have been prepared to share with school leaders to help them understand first-semester successes and second-semester growth opportunities.</p> <p>Read 180 coaching is a continual process and will continue through the second semester. HMH coaches provide 1:1 support focusing on MRI and CSI sites supporting teachers' growth in student learning. Data reviews are continual and a regular part of conversations between ILDs and school leaders. Understanding the thresholds is ongoing and targeted in teacher learning opportunities via Tulsa Way Saturdays, site visit coaching, and classroom-level data reviews.</p> |

| Follow Up On Previous Report | Action taken | Progress |
|--|--|--|
| | <p>disaggregated to examine performance gaps, and targeted interventions were adjusted based on the specific needs of these student groups.</p> <p>Instructional strategies and intervention plans were regularly adjusted based on data insights. Teachers used real-time feedback from Exact Path and Read 180 to modify lesson plans, provide personalized support, and address skill gaps more effectively. District teams and HMM team members conducted personalized site support for sites needing extra help.</p> <p>District teams maintained cycles of continuous improvement by holding regular data review meetings with school leaders and intervention teams. These meetings focused on discussing student progress, sharing best practices, and identifying next steps to enhance intervention effectiveness.</p> | |
| <p>Student attendance: Our "Attend to Win" strategy incorporates several key initiatives to help schools address chronic absenteeism. These include: Attendance coordinators assigned to MRI/CSI schools who work directly with families to provide follow-up and identify attendance supports; public-facing attendance data walls at all schools to emphasize the importance of regular attendance and keep families informed; and many schools have introduced specific attendance incentives, such as grade-level or class challenges, to engage students in setting and achieving daily attendance goals.</p> <p>Schools have implemented attendance teams to review attendance data regularly and develop</p> | <p>District-wide efforts to improve daily attendance and combat chronic absenteeism have been successful in the first semester, and have included a collaboration between district staff, site staff, community partners, and students and families. Sites have worked to host family nights about attendance, promote incentives for student attendance, and develop success plans when student attendance needs intervention.</p> <p>Attendance teams across the district meet weekly to review data, plan interventions, and strategize with partners. The Family Attendance Supports team piloted a Talking Points outreach program at 3 sites around attendance this semester and saw a</p> | <p>We continue to monitor chronic absenteeism rates across the district and have seen improvement at most sites from the 23-24 SY. Recent widespread illnesses in our community have impacted recent attendance rates, however with the testing season right around the corner we feel a big push for testing attendance will support a strong finish to this year's attendance.</p> |

| Follow Up On Previous Report | Action taken | Progress |
|---|---|--|
| <p>effective site-based strategies to support all families and students in attending school more regularly.</p> | <p>substantial increase in family engagement when real-time attendance updates were provided.</p> <p>Community partners like City Year, Growing Together, and Impact Tulsa have worked alongside our school teams to provide walking school buses for safe passage to schools, supported student celebrations, worked with attendance teams to drive strategies for tiered interventions and raised awareness about the importance of attendance.</p> | |
| <p>Support for multilingual learners: Using the Mastery Connect platform, we will continue to implement common formative assessments in English language development courses for 2024-2025. We will deepen our focus on the Achieve3000 and SummitK12 platforms to provide increased support for our multilingual learners. These software programs are aligned with WIDA English language development standards and enable progress monitoring aligned with the ACCESS test. By targeting instruction in listening, speaking, reading, and writing, we aim to increase English language proficiency so that students have the language skills needed to demonstrate their knowledge and learning on assessments given in English.</p> | <p>We have implemented the common formative assessments using MasteryConnect to deliver end-of-unit assessments in ELD courses.</p> <p>We have seen a mixed implementation of Achieve3000 and SummitK12 with schools inconsistently meeting the weekly thresholds.</p> | <p>We continue to support department leads implementing departmental data meetings utilizing the end-of-unit assessment information from MasteryConnect.</p> <p>Through additional, targeted professional learning with both intervention platforms, we are seeing stronger implementation and schools able to meet weekly thresholds.</p> |

Next steps and current conditions

| Here's what we see now | Anticipated next steps |
|--|--|
| <ul style="list-style-type: none"> ● All racial/ethnic groups showed substantial improvement from Fall to Winter SY24-25, with particularly strong gains among Pacific Islander students (+4.9%), White students (+3.9%), Native American students (+2.9%), and African American students (+2.6%). Hispanic/Latino students showed steady growth (+1.5%), though Asian students (-2.4%) and Multiracial students (-0.9%) experienced slight declines while maintaining above-average performance. ● Grade 7 demonstrated the strongest growth from Fall to Winter, improving from 28.6% to 32.2% (+3.6%), while grades 6 and 8 showed more modest gains (+1.3% and +0.9% respectively). ● Students with disabilities showed encouraging improvement, increasing from 7.8% to 10.5% (+2.7%), though still performing below their non-disabled peers who improved from 37.3% to 39.1% (+1.8%). ● Current Multilingual Learners improved from 17.3% to 20.0% (+2.7%). ● All quadrants showed improvement from Fall to Winter, with Quadrant 2 demonstrating the strongest gains (+2.8%, from 34.3% to 37.1%). ● Both chronically absent and non-chronically absent students showed improvement, with non-chronically absent students improving more substantially (from 38.5% to 43.3%, +4.8%) compared to chronically absent students (from 23.7% to 26.4%, +2.7%). The performance gap between these groups remains significant at approximately 17 percentage points. ● Five (5) middle schools are projected to increase points in their state report card scores in SY 24-25 from SY 23-24. | <p>Curriculum and instructional resources: The teaching and learning team works closely with the teachers' implementation of high-quality literacy resources during their weekly site visits, Tulsa Way Saturdays, and monthly department lead meetings.</p> <p>Professional learning: District teams will continue to support site leaders and teachers with Mastery Connect, department data meetings that use standards-aligned assessment data that informs planning and instruction and content-aligned data-driven observation/coaching/feedback cycles during monthly department lead meetings and monthly PLGCs.</p> <p>Common formative assessment and data-driven instruction: District teams will expand using Mastery Connect by administering a stand-alone, ELA standards-aligned benchmark assessment in February to provide predictive data for identifying essential standards that need reteaching. In preparation for next school year, district teams will shift end-of-unit (EOU) common assessments to summative benchmarks and train teachers to create standards-aligned common formative assessments (CFAs) in Mastery Connect. Frequent use of CFAs supports data-driven instruction, targeted interventions, and teacher collaboration while promoting student ownership, reducing test anxiety, and fostering continuous improvement.</p> <p>Support for multilingual learners: Using the Mastery Connect platform, the teaching and learning team will continue implementing common formative assessments in English language development courses through spring 2025 to make updates to the assessment questions to ensure strong alignment with essential standards. We will monitor the impact of the Achieve3000 and SummitK12 platforms on academic performance across content for multilingual learners. Additionally, these software programs are aligned with WIDA English language development standards and enable progress monitoring aligned with the ACCESS test.</p> <p>Support for Tier 2 intervention learners: Exact Path data is continually reviewed to understand usage and skills assessed thresholds. This information is provided to school leaders to shape tier 2 intervention goals for the spring semester.</p> |

| Here's what we see now | Anticipated next steps |
|------------------------|---|
| | <p>Continued monitoring of platform data will help district personnel support sites with training as needed to support teachers' role as mentors in student intervention. Semester 1 data suggests opportunities for growth in student engagement and building teachers' understanding of how to support students. Additional tools and resources are being curated and created to support school leaders and the support of teachers and students.</p> <p>Support for Tier 3 intervention learners: Read 180 data is regularly reviewed by teachers, HMH coaches, school leaders, and district offices. Tracking key metrics such as time in platform and segment completion helps leaders understand how students are progressing and growing literacy skills as they work through the Read 180 program. The metrics also help to identify how teachers can provide targeted support to achieve student outcomes. Teacher coaching and school leader support will continue, especially for MRI and CSI sites.</p> <p>Really Great Reading curriculum is offered to all students, not just students with disabilities, who consistently score at the first percentile on NWEA MAP. Secondary has experienced some obstacles in implementing RGR with teacher vacancies, trained staff, and scheduling. The district teams will continue to work with schools on scheduling and training opportunities to meet the needs of the school site.</p> |



Percentage of 6-8 economically disadvantaged students who are projected to score Basic or above on Spring OSTP ELA assessment based on MAP scores, breakdowns by demographic

| Ethnicity | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | | Winter SY24-25 | | Multilingual Learner | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | | Winter SY24-25 | |
|-------------------------|----------------|-------|----------------|-------|--------------|-------|----------------|-------|-------------------------|----------------|-------|----------------|-------|--------------|-------|----------------|-------|
| | % | denom | % | denom | % | denom | % | denom | | % | denom | % | denom | % | denom | % | denom |
| African American | 29.6% | 1,263 | 29.4% | 1,172 | 28.8% | 1,123 | 31.4% | 1,151 | Monitored/Exited | 86.1% | 352 | 82.0% | 345 | 90.3% | 310 | 85.4% | 316 |
| Asian | 45.7% | 94 | 43.6% | 94 | 40.0% | 90 | 37.6% | 101 | No | 40.2% | 2,880 | 38.6% | 2,683 | 36.7% | 2,597 | 38.8% | 2,645 |
| Hispanic/Latino | 33.9% | 2,138 | 28.4% | 2,097 | 30.5% | 1,903 | 32.0% | 1,943 | Yes | 22.5% | 1,889 | 17.3% | 1,865 | 17.3% | 1,648 | 20.0% | 1,676 |
| Multiracial | 45.2% | 500 | 42.9% | 469 | 42.8% | 530 | 41.9% | 513 | | | | | | | | | |
| Native American | 39.6% | 225 | 37.4% | 198 | 38.3% | 175 | 41.2% | 187 | | | | | | | | | |
| Pacific Islander | 22.5% | 120 | 20.4% | 113 | 17.1% | 117 | 22.0% | 118 | | | | | | | | | |
| White | 51.5% | 781 | 48.1% | 750 | 42.9% | 617 | 46.8% | 624 | | | | | | | | | |

| Grade | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | | Winter SY24-25 | | Quadrant | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | | Winter SY24-25 | |
|----------|----------------|-------|----------------|-------|--------------|-------|----------------|-------|----------|----------------|-------|----------------|-------|--------------|-------|----------------|-------|
| | % | denom | % | denom | % | denom | % | denom | | % | denom | % | denom | % | denom | % | denom |
| 6 | 39.8% | 1,733 | 36.4% | 1,654 | 36.2% | 1,558 | 37.5% | 1,557 | 1 | 34.4% | 1,074 | 32.9% | 1,042 | 30.4% | 1,002 | 33.7% | 1,055 |
| 7 | 30.6% | 1,678 | 28.1% | 1,615 | 28.6% | 1,467 | 32.2% | 1,523 | 2 | 36.9% | 1,302 | 31.9% | 1,318 | 34.3% | 1,223 | 37.1% | 1,225 |
| 8 | 39.9% | 1,710 | 36.0% | 1,624 | 34.9% | 1,530 | 35.8% | 1,557 | 3 | 36.7% | 1,560 | 29.4% | 1,601 | 30.5% | 1,311 | 31.6% | 1,410 |

| Gender | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | | Winter SY24-25 | | Out of District | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | | Winter SY24-25 | |
|---------------|----------------|-------|----------------|-------|--------------|-------|----------------|-------|------------------------|----------------|-------|----------------|-------|--------------|-------|----------------|-------|
| | % | denom | % | denom | % | denom | % | denom | | % | denom | % | denom | % | denom | % | denom |
| Female | 39.7% | 2,557 | 36.2% | 2,446 | 37.3% | 2,257 | 38.9% | 2,272 | | | | | | | | | |
| Male | 34.0% | 2,564 | 30.9% | 2,447 | 29.4% | 2,298 | 31.6% | 2,365 | 4 | 46.1% | 822 | 43.4% | 884 | 41.8% | 784 | 39.2% | 887 |
| | | | | | | | | | Out of District | 50.9% | 55 | 43.5% | 46 | 42.2% | 45 | 45.0% | 60 |



| Cohort | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | | Winter SY24-25 | |
|-------------|----------------|-------|----------------|-------|--------------|-------|----------------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| 2028 | 39.9% | 1,710 | 36.0% | 1,624 | | | | |
| 2029 | 30.6% | 1,678 | 28.1% | 1,615 | 34.9% | 1,530 | 35.8% | 1,557 |
| 2030 | 39.8% | 1,733 | 36.4% | 1,654 | 28.6% | 1,467 | 32.2% | 1,523 |
| 2031 | | | | | 36.2% | 1,558 | 37.5% | 1,557 |

| Chronically Absent | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | | Winter SY24-25 | |
|--------------------|----------------|-------|----------------|-------|--------------|-------|----------------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| No | 43.1% | 2,870 | 40.6% | 2,592 | 38.5% | 3,004 | 43.3% | 2,412 |
| Yes | 28.8% | 2,251 | 25.5% | 2,290 | 23.7% | 1,478 | 26.4% | 2,186 |

TPS Quadrant Boundaries

